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to place the public library on a par with the public school. Both are high aims and difficult of attainment, but both are worth while. Until the public library is compulsory in every community, like the public school, and until the librarian takes his place beside the teacher as a public servant, with Government certificates, reasonable salary and proper superannuation allowance, we must not be satisfied.

The dynamic of library work is the vision of democracy in the coming years. The present giant struggle will leave no nation untouched. One result will be the rush to North America of millions of new

population. Another result will be the recasting of the federal relations within the British Empire. Another will be the revision of the international relations of all the great powers. Who can be sufficient for these mighty tasks of the future? An enlightened and ennobled democracy, of sound knowledge, wide sympathy and broad vision can render the highest service in the great days to come. The United States and the Dominion of Canada must be such democracies and the librarian must rank alongside the teacher, the legislator, and the preacher in the making of the new world.

COMPARISON OF THE CURRICULA OF LIBRARY SCHOOLS AND PUBLIC LIBRARY TRAINING CLASSES

BY MRS. HARRIET P. SAWYER, *Chief, Instructional Department, St. Louis Public Library*

In 1909, a questionnaire was sent out to 246 public libraries containing these questions, Do you take apprentices? and Does it pay? In 1916, seven years later, we have progressed to the point where the apprentice class is an accepted factor in library training and we are ready for a "Comparison of the curricula of library schools and public library training classes; points of similarity and difference between the two types of courses." It should be noted that the present paper covers only points of similarity. I freely confess, at the outset, that the resemblances between training class and library school depend largely upon the size and resources of the library that operates the class.

The library school has been standardized. Unfortunately, the training class has not and the variance in courses from one month's training to a curriculum approaching that of an accredited library school makes any general comparison somewhat difficult. However, there are at least half a dozen training classes in the country, perhaps more, giving nine and a half months to the work and approximately reaching the library school standard. These

will serve as a basis for the subject under discussion.

So far as entrance requirements are concerned, I think that the library school standard is pretty closely followed; i. e., a high school education or its equivalent, plus college credits where possible, with entrance examinations; or, the acceptance of the college degree without the entrance examination. Such requirements best conserve the interests of the small library as well as the large. In addition to the examination in history, literature and current events, the applicant for the St. Louis Library Training Class must also take an examination in one foreign language. This may seem ambitious but the library handles so many foreign books that it is a necessity. One of our applicants thought that she ought to be excused from the language test because her father had been minister to France and spoke several languages fluently. Needless to say, she was excused from taking the other examinations as well. On the other hand, it is quite common for our applicants to take the examinations in two foreign languages, and last fall we were fortunate enough to

find one who offered Hebrew, Yiddish and Russian, as well as German and French.

A well equipped schoolroom is not uncommon, supplemented on occasion by the use of the library auditorium, especially when visiting lecturers speak to both the class and members of the staff, or when the public is invited for some special address. In the smaller libraries, there is always a study room or work room where the Gary plan as to equipment may be carried out. Even the invasion of staff quarters should not be regretted, for contact with members of the staff will prove an inspiration to those in training.

Outside of the necessary textbooks and a small working collection of reference books in the schoolroom, the general library is used, and in this way the students become familiar with the location of the different classes and so more helpful during the practice periods. Even the books used in the cataloging and classification courses do not form a permanent deposit in the schoolroom, but are drawn from the reference and circulating department shelves as needed, so that the students handle live books and thus broaden their knowledge by actual contact with the latest editions and the latest books in the field, as well as by contact with the older standards.

The instruction of a training class is usually in the hands of a library school graduate, who may or may not devote her whole time to the work. In some instances, she has had experience on the staff of an accredited library school, but in any case, with the ideal of a thorough course in mind, you may be sure that library school standards will be the goal of her ambition, and toward this, she is going to bend her own energies and enlist the services of the general staff. It follows naturally that the curriculum, while planned to enable the student to meet the demands of a certain library, is after all a pretty close replica of the one which the preceptor knows best of all.

The foundation principles of technical knowledge are necessary in any system of training, with not quite so much stress laid

upon comparative methods, in the apprentice class. This gives the chance to expand the laboratory work, where the student has the opportunity to study the comparative methods of one system at first hand as she observes the work in the Branch libraries which varies according to their location and constituency.

In the training classes of Los Angeles and St. Louis special emphasis is laid on work with children, as the assistants in the Branches deal with both adults and children. In fact, in certain neighborhoods the work is largely with children. Brooklyn meets this situation by offering a special course for the training of children's librarians. Fortunately, a Pittsburgh Library School graduate will be found in all the larger libraries to conduct the course and supervise the practical work.

Specialization, of course, should receive no consideration but there seem to be unusual facilities for discovering the particular bent of a student as she is tried out in so many different departments during the year, especially as to fitness for work with children. Two of our own students qualified for the position of children's librarian, after the requisite experience as assistants. A third has been taking the special course given in the Cleveland Public Library, and we hope to send others for such specialized training.

The proportion of class room work is steadily increasing and although the danger point has not been reached, the question of elimination and substitution needs careful consideration quite as much in the training school as in the accredited school. It may seem, at first thought, unnecessary for an apprentice class to spend time on a course on the annotation of books and subject bibliography. It really is most practical in our case for the library assistants are expected to read and write notes for the new books received on approval. They also are often called upon to compile annotated book lists. As a part of the required work of the course, the students have written all the book notes for the annual Training Class number of our Monthly Bulletin,

appearing in May, 1915, and in June of the present year, and also compiled the selected bibliographies appearing in each.

Methods of conducting classes need no comment except to say in passing that the Seminar method is especially valuable in a training school where the direct cause and effect may be studied in every course as the subject is developed. The instructor has an unusual opportunity to observe the results of certain methods of teaching, and a great chance for experimentation, as the curriculum is more or less flexible. At the same time, the work of the student is checked up so thoroughly in the different departments, that such experimentation is naturally kept within bounds.

The number of hours devoted to practice work in the library schools varies from 200 to 500, the majority of them using a 400 hour schedule or thereabout. The time given to practice work in training classes varies still more, dependent partly on the length of the curriculum.

For practical training, a large public library system offers an excellent laboratory, with its branches presenting the various types of small libraries as to local conditions and clientele, while the various departments at the Central Library give a chance for intensive training along special lines. In St. Louis, for instance, the Carondelet Branch is a perfect example of the library in a small town. In the early history of the city, Carondelet was a rival town and it still retains community consciousness and interests. The student thus has a chance to observe conditions in a home neighborhood which has not been invaded to any extent by apartment houses or even by boarding houses. There are a few manufactories creeping in, but it comes nearer the agricultural community than any other section of the city, with its market and truck gardens and the large strawberry farms on its borders. The Carondelet Business Men's League holds its meetings at the library. The Carondelet Woman's Club raises funds for pictures to decorate the library and there is even a local newspaper to print lists of new library

books at the branch. The Carondelet yearly picnic, 10,000 strong, takes the place of Old Home Week and at this picnic, the branch librarian has a booth advertising the library in the most approved county fair fashion.

Divoll Branch, at the other end of the city, is also in an old residence district, which, however, has rapidly changed to a manufacturing community with only a few of the old landmarks remaining which figured in Churchill's novel, "The crisis." The branch is very active as a social center, with societies swarming all over the place on winter evenings when often the librarian's office and the kitchen are pressed into service as club rooms. There are also neighborhood parties, which are family affairs with both parents and children joining in the games and dancing. Here the student comes into contact with our growing system of library instruction for grammar-school pupils. Last fall, I was somewhat startled to hear of a reported statement by the mother of one of the apprentices that her daughter and the other students were being sent to the "most impossible places in slum neighborhoods." When the story was investigated, the "impossible place" proved to be Crunden Branch, where a west-end debutante—a very transitory member of the class—had been sent for her two weeks of preliminary practice work. The location is one which ought to delight the heart of either a social worker or a librarian. Most of the children are either foreign born or of foreign born parentage and turn to the library both for recreation and study, and many of the adult readers are conversant with several languages. It is a rallying point for such clubs as the Arbeiter Ring, Capmakers' Union, Karl Marx study club, Jewish National Workers, the Lithuanian socialists and all sorts of relief organizations. The branch librarian finds it advantageous to advertise the resources of the library in Yiddish as well as in English.

Soulard Branch is also situated in a foreign neighborhood and divides with Crunden the honor of circulating books in

all sorts of queer languages—to the Slovaks, Croatians, Ruthenians, Lithuanians, etc.

Barr and Cabanne Branches are located near high schools with plenty of reference problems to vary the students' afternoon work. Barr is in a German neighborhood and Cabanne in the west end residence district with no factories and no foreigners, but such societies using the branch as the Dickens Fellowship, French Circle, Dramatic club, Progressive club, Shakespeare club, Psychology class and Classical club.

The field of practice work is still further enlarged by assignments to school stations and our down town branch in a department store.

In the Chicago Library course, the theoretical work is finished before any practice work is given, but in most instances, theory and practice go hand in hand. In St. Louis, each student is scheduled for nine hours of practice work each week during eight months of the school year, and the ninth month is entirely given over to practice work, the individual appointments changing every four weeks so that each one is sent to branches and departments in turn. So far as possible, the appointments are arranged to cover short schedules and the rush hours in the afternoon, and the assistance is most welcome. In fact several of our branches and departments make up their yearly schedules with the understanding that a certain amount of help will be furnished from October to June by the apprentices. There is sufficient care taken, however, to insure a variety of work, for example: During an afternoon's assignment at one of the branches the first hour is usually devoted to general or technical work, whatever the librarian has at hand, the second hour to desk work and the third to work in the children's room. Again the routine may be varied by assisting at a reception given to the teachers or serving tea at the mothers' meetings.

The course in trade bibliography is given early in the year as the student has need of it in her assignment to the catalog department, where she looks up publishers,

prices and other bibliographical data, checks lists, files cards and typewrites.

During the latter half of the year, actual practice in telling stories to the younger children at Divoll Branch and a school station was made elective, and two of the students took entire charge of home library groups, under the instruction of the supervisor of children's work.

An S. O. S. call for apprentice help is likely to come any day and the practice work is planned so that it is usually possible to meet just such demands.

The supervision of the practice work of the members of a training class is, from the nature of the case, quite as thorough as in the laboratory system of affiliated libraries used by many of the library schools. The question incorporated in the monthly report blanks "Would you be willing to accept the apprentice as an assistant in your department or branch?" is a vital one and liable to be a live one at any moment. Hence the student is under close scrutiny as to personality, work and adaptability for each particular department and branch library during the apprenticeship, and in case of doubt, a second assignment in the same quarter is decidedly helpful to everyone concerned. To the chief of the department, it offers a great opportunity to make a choice from a number of applicants. To the student, it offers the opportunity not only for all around development but also for orientation in the chosen profession.

Although handicapped by lack of funds for such purposes, the larger training schools can count on the coöperation of the faculty of the local university for lectures on the bibliography of sociology, economics and kindred subjects. The Los Angeles Training School has a long list of speakers including several from the University of Southern California. In St. Louis, there are several educational institutions to draw upon, and this enables us to change the supplementary course from year to year, so that we shall not make too heavy demands upon the time of any one person. Then

too, a change is desirable because these lectures are always open to the staff at large and are attended by such assistants as may be spared from work for the hour. There are occasional lectures, open to the public, given at the University, which supplement our course in current news, and this last winter, the Pedagogical Society invited the class to hear Seumas McManus lecture on the fairy tales and folk tales of Ireland. We have also been fortunate in securing lectures relating to municipal affairs and conditions, given by persons actively engaged in civic work. Mr. Roger Baldwin, secretary of the Civic League, gives an annual talk on the library and civic activity. Mrs. January, secretary of the Consumers' League of Missouri, keeps us informed as to local industrial conditions and legislation on the subject. Mrs. Moore, former President of the General Federation of Women's Clubs, lectures on the work of women for a better city, with local references and examples.

The course on public libraries and publicity was contributed to this year by Mr. Ranck of Grand Rapids, Mr. Hirshberg of Toledo, Miss Morgan and Miss Ward of the Detroit Public Library. Miss Wales, secretary of the Missouri Library Commission, makes us an annual visit to bring news from the field, and a district conference, held in St. Louis, brought out other phases of library work.

As to library visits, every large city contains libraries of varying types to be

inspected, while the large library system itself presents current methods of expansion and development in every department and branch. Further than that, the student is better prepared for general observations and comparisons after a year or two of actual experience. The Detroit Library Training Class has gone as far afield as Buffalo for a library tour, but such visits are more apt to be made by the individual, as it is not often possible to ask a class to bear the expense of a long trip, valuable as it might prove. The Brooklyn Training Class makes a special point of visiting branch libraries.

The training class in general has kept pretty closely to its own field, i. e., preparing assistants only for the library which conducts it. However, because of the dearth of library schools on the coast and the demand for trained workers, the Los Angeles and Portland schools are training for other libraries as well.

In general, the youth of the student in the apprentice class militates against rapid promotion, on the other hand, there is more willingness shown to wait for the experience which is necessary for advancement in a large system.

The success of the graduate whether of a library school or an apprentice class is after all, largely a matter of personality and devotion to work, and the aim of the training, I take it, is the same, to provide our libraries with trained workers so that they may give the best possible service.

VITAL DISTINCTIONS OF A LIBRARY APPRENTICE COURSE

By ERNESTINE ROSE, Librarian, Seward Park Branch, New York Public Library

In Max Eastman's wholly delightful chapter on "Names practical and poetic," he says that a poetic name is one which "engenders a strong realization" of the thing named. I should hesitate to call the title of this paper poetic, but it will, I hope, "engender a realization" that to me there appear to be elements in library ap-

prenticeship which are distinctive and interesting.

Many prominent library thinkers believe that the training course as distinct from the library school is the temporary expedient of a poorly organized profession. Of course, in many respects this is true. One may, with reason, forecast a time when